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AUTHOR Oliver, Sandi
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ABSTRACT

To address the challenges created by increased student diversity, expanding enrollment, and shrinking budgets, Midlands Technical College, in South Carolina, designed a student success program in 1989 to enhance student retention, student satisfaction, and student goal achievement. Key components of the system include: (1) a year-to-year and term-to-term student cohort tracking system; (2) collegewide training in customer service; (3) initiation of student educational plans at college entry; (4) a computer-based intervention and communication system; (5) a growing emphasis on academic advisement; (6) interface of assessment with advisement and orientation; and (7) specific initiatives targeted at at-risk groups. The program was developed with collegewide input from faculty, staff, and students with the specific goals of improving college-wide retention of first-time freshmen by 15%; reducing the attrition of at-risk students by 10%; increasing the use of student services by 15%; and involving all credit students in orientation and advising programs. In fall 1992, 3 years after the program was initiated, fall 1991 and fall 1988 cohorts were compared. Improvements were seen in both fall-to-fall and first-to-second term retention rates. Though the project was initiated with Title III funding, the college intends to absorb all costs of maintaining the program by 1993-94. Information and sample materials on the student tracking, assessment, advisement, orientation, and intervention components are provided. (ECC)

ED 363 364

SUPPORTING THE VISION FOR EXCELLENCE

PROMOTING STUDENT SUCCESS THROUGH TARGETED SERVICES AND ASSESSMENT PROCESSES

Sandi Oliver
Midlands Technical College
Columbia, South Carolina

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Paper Presented at
The 5th Annual Summer Institute
Institutional Effectiveness and Student Success
June 21, 1993
Madison, Wisconsin

Midlands Technical College

JC 930 488

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MIDLANDS TECHNICAL COLLEGE
COMPREHENSIVE STUDENT SUCCESS PROGRAM

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MIDLANDS TECHNICAL COLLEGE COMPREHENSIVE STUDENT SUCCESS PROGRAM
Midlands Technical College, Columbia, South Carolina

The effectiveness of colleges in meeting diverse student and community needs is a key issue of the 1990's. To assist in addressing these needs, Midlands Technical College has developed a comprehensive student success program that integrates planning, evaluation and college-wide resources to foster student success and institutional development. On-going retention initiatives and targeted service delivery systems, with established effectiveness indicators and standards that gauge the impact of these activities on student success, has led to a "quality assurance" approach that directs college energies and resources toward the development of involved, successful and satisfied learners.

(a) Description of the Institution

Midlands Technical College is a comprehensive, public, two-year community college, serving the Central Midlands of South Carolina. The college's 70 - plus academic programs and diverse services provide accessible, affordable, high-quality, post-secondary education that prepares over 8,600 credit students to enter the job market, transfer to senior colleges and universities, and achieve their professional and personal goals.

Achieving and sustaining excellence in programs and services to students are on-going commitments at Midlands Technical College. More than 95% of the college's 1990 graduates are employed or continuing their education; the average student pass rate on national licensing exams is over 90%; and 99% of alumni responding to a recent survey indicated that they would recommend the college to friends. Yet, in the Fall of 1988, when the college began experiencing significant enrollment increases of 10+ % annually, it was found that over half of new students were being lost to attrition and that the number of students on academic probation had risen 4.5% over the previous year.

To address this situation and meet the challenges of achieving excellence in a climate of increasing student diversity, rapidly expanding enrollments and limited budgets, the college developed a comprehensive college-wide student success program. Student retention toward goal achievement became one of the college's indicators of effectiveness, along with indicators of student satisfaction with instruction and student satisfaction with college services.

(b) Description of the Success Program

The comprehensive college-wide student success program initiated by the college in 1989 is designed as a systems approach to impacting the success and retention of all students, while enabling the college to identify, monitor and assess changes in the progress of specific student sub-populations. A student tracking system has been designed to monitor the progress and retention of these student sub-populations, with the data from this tracking system being used with student grades, survey findings and other qualitative information to develop and modify student retention initiatives.

Key components of the comprehensive student success program are as follows:

(1) Development of a year-to-year and term-to-term student cohort-tracking system that allows college personnel to monitor the progress of individual students and diverse student sub-populations. Information is available by academic program enrollment type and demographic characteristics.

(2) College-wide training in customer service through the Noel-Levitz PARTNERS and CONNECTIONS programs.

(3) Initiation of student educational plans at college entry, with identification of student goals, needs and background characteristics, for use in counseling, advisement, and student tracking.

(4) A computer-based intervention and communication system connecting students with academic courses and student support services based on identified needs.

(5) A growing emphasis on academic advisement, with the establishment of centralized advisement centers for entering students, faculty and counselor training in developmental academic advising, the development of academic advising manuals and the use of degree audit software for advisors to track student progress.

(6) A broadened definition of student assessment, with assessment interfaced with advisement and orientation activities and course placement accuracy monitored for required adjustments in placement cut scores and course recommendations.

(7) Increased orientation activities, with initiation of pre-enrollment "Student Orientation for Success Seminars" focusing on college success strategies for entering students.

(8) Specific initiatives with targeted at-risk groups, with on-going evaluation of effectiveness. Among such initiatives have been:

- curriculum restructuring and a change in grading systems for the Developmental Studies courses taken by academically underprepared students.
- changes in the entry process to better integrate assessment, orientation and advisement for entering students.
- greater attention to the needs of students with

undeclared majors, with these students being advised by career counselors until a major is selected.

- greater focus on the needs of minority students, with sessions on cultural diversity/sensitivity for college staff, adoption of access and equity as a major college goal, and the hiring of an access and equity coordinator to monitor and coordinate college efforts in this area.

(c) Development of the Program

The Comprehensive Student Success Program at Midlands Technical College has been developed from the college-wide input of faculty, staff and students, with representatives from these constituencies serving on a Retention Task Force. While the Task Force does not serve as a decision-making body, it does provide a cross-college forum for reviewing quantitative and qualitative retention data, discussing retention initiatives and planning/revising strategies based on the information reviewed. Responsible program and service areas are involved in retention planning, with advisory recommendations made to the college's Executive Staff.

Key factors impacting the success of initiatives thus far include:

- broad institutional representation on the Retention Task Force.
- the formation of sub-groups to spearhead specific initiatives. This has resulted in the involvement of more persons in targeted activities, the sharing of resources among different areas of the college, less duplication of efforts, and the focus of these different groups on common goals.

- sharing of information through retention reports, updates and open college forums.
- support from college administration. The adoption of institutional effectiveness indicators on student retention and student satisfaction, the inclusion of student success and access and equity as major college goals, and the provision of resources that support effective strategies have allowed elements of the Comprehensive Student Success Program to be integrated as on-going functions in the college.
- the freedom for academic programs and service areas to develop and "try out" initiatives that are thought to impact student success within available resources.
- using information derived from retention research in college planning and grants writing to further impact student success.

Challenges to the development of the Comprehensive Student Success Program have been:

- Keeping all areas of the college involved and informed in a timely fashion within a rapidly growing multi-campus environment.
- Maintaining student retention as a high priority during a time when enrollment growth is outstripping resources.

These challenges have been met through the broad-based involvement of college constituencies in retention planning, the sharing of information on student outcomes through college publications and open forums, and a strong college-wide focus on student success and institutional effectiveness.

(d) Specific Goals and Objective of the Retention Program

While the overall goals of the Comprehensive Student Success Program are to maximize student success, student satisfaction and student goal achievement, a series of six (6) objectives have been set forth by which to monitor institutional progress toward these goals. Within a five year period, from 1989 to 1994 , Midlands Technical College seeks to:

(1) improve college-wide retention of first-time freshman by 15%.

(2) reduce the attrition of targeted "high risk" students by 10%. (These groups include entering students, minority students, academically underprepared students, and students with undeclared majors.)

(3) increase the utilization of student support services by 15%, with a 90% positive student satisfaction level with services obtained.

(4) involve all credit students in college orientation and academic advising programs.

(5) increase the accuracy of academic student course placement by 20%.

(e) Results and Outcomes for Students and/or the Institution

In Fall 1992, three years after the Comprehensive Student Success Program was initiated, the Fall 1991 entering student cohort was compared to the cohort of students who entered in Fall 1988, before the Comprehensive Student Success Program was begun. Both cohorts were comprised of students entering the institution for the first time, with the cohort who entered in Fall 1988 tracked for one year to Fall 1989 and the Fall 1991 cohort tracked to Fall 1992. Included in each cohort were all students (full-time and part-time) enrolled in associate degree, diploma, certificate and "courses only" categories. "Leavers" and suspended students were calculated into attrition rates, while continuing students and graduates were considered retained.

Currently, students who transfer to four-year colleges are calculated in the attrition rates if they leave before completing a degree; however, a system is now being established in South Carolina to systematically track these students to four-year institutions. Once this new system is in place the attrition classification of transfers will be modified. In addition, data on student educational goals are now being collected at entry and up-dated each term so that retention information can be analyzed by student goal. The information provided in Figure 1 is based on the total entering cohort as previously defined, without regard to student goals, since goal data was not available for the 1988 cohort.

Figure 1 illustrates retention data on the total college cohort and targeted "high risk" groups. Brief information on initiatives set forth to impact the cohort is also provided. Because the entering student first-time freshman cohort was also defined as a high risk group and initiatives set forth to address their needs, differences in the first-to-second term retention rates of the 1988 Fall cohort and the 1990 Fall cohort were also assessed. Figure 2 presents this information. Figures 3 and 4 graphically illustrates first to second year retention changes for the total college and for first-time freshman for the 1988, 1989, 1990 and 1991 Fall cohorts, tracked over a one year period. A continuous positive upward trend can be observed. Though gains in student retention cannot be directly attributed to any one retention initiative, it appears that the Comprehensive Student Success Program is contributing positively to student retention.

Figure 1

CHANGES IN THE RETENTION RATES OF TOTAL COLLEGE AND STUDENT SUB-POPULATIONS FOR FALL 1988 COHORTS COMPARED TO FALL 1991 COHORTS

	Fall 1988 to Fall 1989		Fall 1991 to Fall 1992		+/-%
	N	% Retained	N	% Retained	
Total College	1,975	46.8%	2,209	53.9%	+ 7.1%
High Risk Groups					
Academically Underprepared (Enrolled in All DVS Courses) • Curriculum Changed from Self-Paced to Lecture Lab • Grading System Changed form S/U to A*, B*, C*,...	131	42.7%	383	58.2%	+ 15.5%
Undeclared Majors • Advising Changed, with Career Counselors as Academic Advisors for Undeclared Majors • Improved Admissions Counseling	112	34.0%	127	49.6%	+ 15.6%
Minority Students • Focus on Access/Equity • Customer Service Training • Training in Cultural Diversity and Cultural Sensitivity • Identification of Student Needs with Intervention Based on Needs	485	44.4%	598	54.4%	+ 10.0%

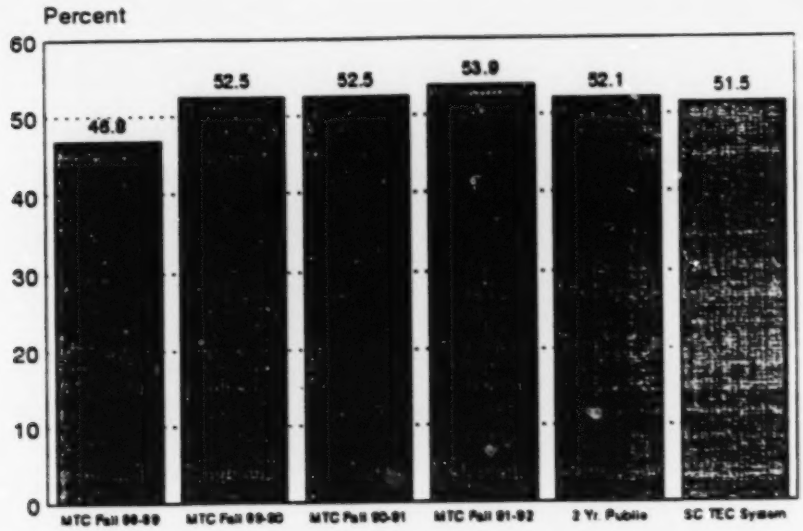
Figure 2

CHANGES IN THE FIRST-TO-SECOND TERM RETENTION RATES OF FIRST-TIME FRESHMEN FOR FALL 1988 AND FALL 1991 COHORTS

	Fall 1988 to Fall 1989		Fall 1991 to Fall 1992		+/-%
	N	% Retained	N	% Retained	
Entering Freshmen • Focus on the Needs of Entering Students with Computer Based System to Match Needs with Courses/Services • Development of Student Educational Plans • Customer Service Training • Centralized Advising Centers for Entering Students	1,445	46.4%	1,521	57.3%	+ 10.9%

Figure 3

Freshman to Sophomore Retention Rates

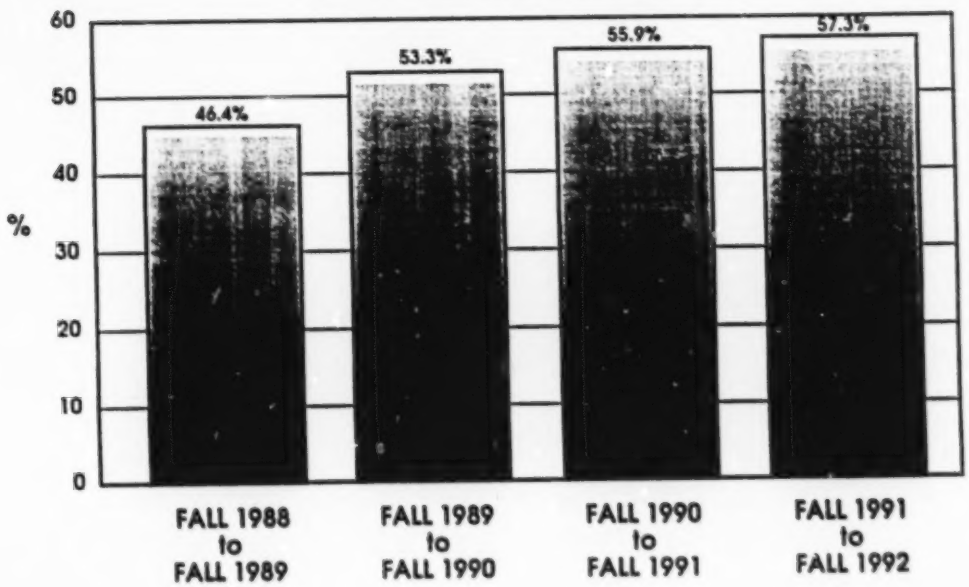


Midlands Technical College's Freshman to Sophomore Retention Rate for Fall 1991 to Fall 1992 is higher than the ACT Retention Rate for Two-Year Public Colleges and the South Carolina Technical Education System overall.

Source: 1988-1992 Retention Report, Research and Analysis Office

Figure 4

FRESHMAN TO SOPHOMORE RETENTION RATES OF FIRST-TIME FRESHMEN



As indicated by the retention data, significant positive changes have been observed in student retention at Midlands Technical College over the last three years. Though only three of the five years specified in the objectives have passed, the college has made major strides in meeting the identified goals. Additional outcomes related to the objectives also have been observed:

- Increases of 10+% in student use of all student support services (Counseling, Financial Aid, Student Activities, etc.)
- 90+% student satisfaction rates with nearly all instructional and student service areas.
- Involvement of 65% of entering students in orientation activities and 100% of entering students in the academic advising program.
- Increases in course placement accuracy, with the academic success rates (defined as 2.0 GPA or better) of students assessed on the college placement test yielding success rates of 80-95% in targeted entry-level courses. At the same time the GPA if retained students has increased sightly.

(f) Use of Resources

In 1989 Midlands Technical College acquired Title III funding to design the retention tracking system, obtain consultive services from national experts, develop an integrated assessment-orientation-advisement process, and provide training to college faculty and staff on customer service, developmental academic advising, and cultural diversity. Because Midlands Technical College is committed to student success and realizes that grant funding such as Title III is developmental in nature, the Title III grant was written with the college assuming 25% of the costs per year. At present, the college has assumed 75% of grant costs, with 100% to be absorbed by 1993-94. Funds generated from student enrollments because of increased retention has added to college self-sufficiency for assuming these costs.

In addition, all grant activities have been integrated throughout the college. Initiatives have arisen from the resources of college units such as Educational Affairs, Student Development Services, Marketing,

Research and Analysis, Computer Services and others, in a combined effort to foster student and college development. At the same time, information obtained from student tracking data, student educational plans, and student needs data have been used to obtain additional resources from external funding sources. These have resources included a grant from Clemson University to address the needs of minority students and a variety of state, federal and other funds to meet the needs of targeted at risk groups. Including Title III funds, the college has acquired over two million dollars of funding to address the needs of diverse student groups since 1989.

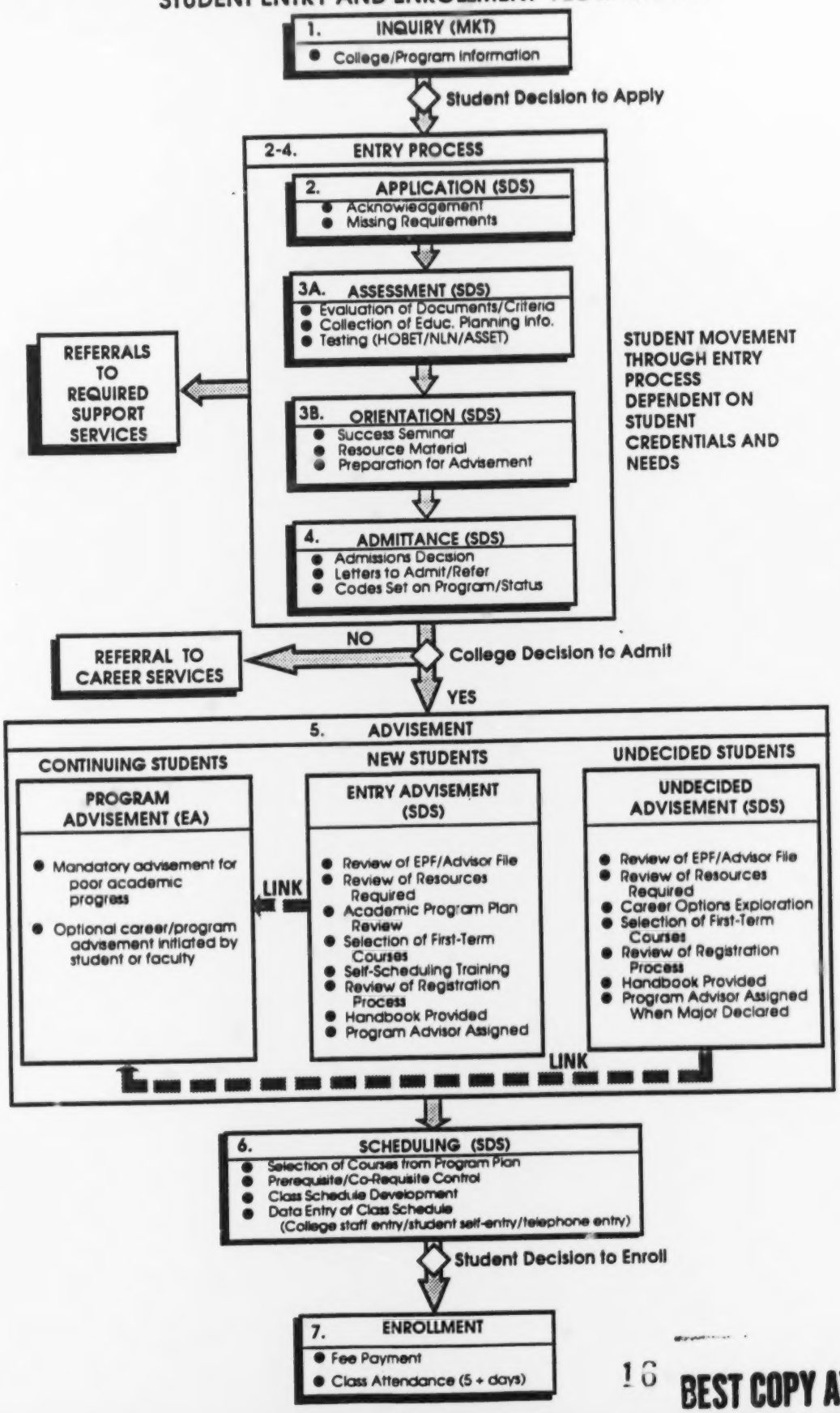
(g) Potential for Adaptation by Other Institutions

The initiatives set forward by Midlands Technical College can be readily adapted by other two and four year colleges. Some aspects of the Comprehensive Student Success Program, such as the component related to customer service training and various student survey forms, are available force purchase from organizations such as the Noel-Levitz Center for Student Retention, Inc. and American College Testing. Other aspects, such as the student tracking system, advising processes, Student Orientation For Success" seminars and communication formats for sharing retention informat on, were developed in-house. For these, prototypes are available from Midlands Technical College and are being shared with other colleges through on-campus visitations and regional and national cnferences. representatives from over thirty (30) colleges have visited Midlands Technical College during 1990 to 1992 to gain knowledge related to various student success strategies that impact positive student outcomes and college development.

PRIMARY ELEMENTS OF THE MIDLANDS TECHNICAL COLLEGE COMPREHENSIVE STUDENT RETENTION PROGRAM

- Student Entry and Enrollment Flow Model
- Student Tracking
- Assessment
- Advisement
- Orientation
- At-Risk Student Interventions
- Customer Service

STUDENT ENTRY AND ENROLLMENT FLOW MODEL



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STUDENT TRACKING

- Cohort Tracking of Entering Students
- System Flexibility to Sub-sort Student Populations
  - By Academic Program
  - By Student Demographics
  - By Enrollment Status
  - By Entry in Developmental Studies Courses
  - By Special Program JTPA, Financial Aid, etc.
  - By Test Scores
- User Sets Parameters
  - Reason for Attending College
  - Amount of Education Planned

(See sample materials on page for identification of Tracking System Components)

RETENTION PHASE III PROGRAMMING SPECIFICATIONS

A. Cohort Definitions

(1) First-time Entering MTC
(2) Transfer Entering MTC
(3) First-Time Freshmen Entering MTC
(4) Enrollment Tracking
Definition:
- By Term: (1) Start Term Date (2) End Term Date
- By Course or Group of Courses (up to 5)

B. Outputs

(1) Retention Information
A. Report
B. Lists/Labels/Letters for retained students
(2) Attrition Information
A. Report
B. Lists/Labels/Letters for non-retained students
(3) Enrollment Summary Information
A. Report
B. Lists/Labels/Letters based on enrollment parameters

Note: User places 'R' in field to be reported.

C. Input Variables

1. Ethnic (SIS, Screen 007) (also group codes 3-8 as one additional ethnic group: "combined other")
2. Sex (SIS, Screen 007)
3. Age (SIS, Screen 007)
4. County Code (SIS, Screen 007)
5. Zip Code (SIS, Screen 003) (Up to 5 zip codes)
6. Day/Evening Attendance (SIS, RT File)
7. Part-Time/Full-Time Enrollment (SIS, RT File)
8. Campus (SIS, RT File)
9. Courses (SIS, RT File) (Up to 5 courses)
10. Cumulative GPA (SIS, RP File) (Calculate cumulative GPA for start to end term)
11. Program of 1st Degree Awarded (SIS, RB File)
12. Test Scores (SIS, Screen 221) (All tests available)
13. High School Graduation (SIS, Screen 209) (Y/N)
14. High School Attended (SIS, Screen 209) (Code Required)
15. High School Graduation Date (SIS, Screen 209)
16. High School Percentile Rank (SIS, Screen 209)
17. High School GPA (SIS, Screen 209)
18. GED Completion (SIS, Screen 209)

19. GED Completion Date (SIS, Screen 209)
20. Previous College Attended (SIS, Screen 211)
21. Previous College Degree Received SIS, Screen 211)
22. Previous College GPA (SIS, Screen 211)
23. Special Program (SIS, Screen 206)
24. International Student (SIS, Screen 007)
25. Employment Status (Advisement File, Screen 3)
26. Plans to Transfer to Another Institution (Advisement File, Screen 3) (Y/N)
27. Institution Planned for Transfer (Advisement File, Screen 3) (Code)
28. Help Needed (Advisement File, Screen 2)
29. DVS Math Required (Advisement File, Screen 4 -- Course Recomm.)
30. DVS English Required (Advisement File, Screen 4 -- Course Recomm.)
31. DVS Reading Required (Advisement File, Screen 4 -- Course Recomm.)
32. Applied for Financial Aid (FAMS, Screen 306) (Y/N)
33. Received Financial Aid (FAMS, Screen 318) (Y/N)
34. Financial Aid Type Received (FAMS, Screen 318)
35. Student Goal Information (Retention File)
36. Reason for Attending (Retention File)
37. Employment Status After Graduation (ADS, Screen)
38. Location of Employment (ADS, Screen)
39. Employment in Field for Which Trained (ADS, Screen)
40. Annual Salary (ADS, Screen)
*41. Services Used (Screen to be Developed)
*42. Transfer to Another College (Y/N)
*43. College Transferred to (Code)
*44. Program Enrolled at Transfer Institution
*45. First Degree Attained at Transfer Institution
*46. GPA at Transfer Institution
*47. GPA Received at Transfer Institution by Discipline
*48. Tests at Transfer Institution
*49. Preparation for Further Education
*50. College Impact
*51. Affective Gains

* NOTE: Information not currently in college database.

(1) Items 40-46 to be acquired via tape transfers from four year colleges, beginning in 1992-93.

(2) Items 47-50 to be gained from survey data from leavers, completers and alumni. Separate variables may need to be established for each group. Item 50 would have multiple units (up to 20).

(3) Item 39 is based on screen to be designed to obtain service usage data, as outlined in Title III.

ASSESSMENT

- Student Educational Plan Developed at Entry
  - Background
  - Previous Educational Experiences
  - Career Plans and Surity
  - Educational Plans and Surity
  - Student Needs
  - Student Involvement Interests
  - Student Expectation of First-Term Grades
- ACT ASSET Test Plus Local Writing Sample
- Immediate Feedback on Student Test Results and Course Recommendations
- Pilot-Testing of Computer Adaptive Testing Format, Using ACT COMPASS
- Upload of All Educational Planning and Test Results To College Database for Tracking and Advisor File Information
- Course Placement Accuracy and Student Success Rates Tracked
- Assessment of Student Satisfaction and Development Via Student Surveys
- (ACT Student Opinion Survey, ACT Non-Returning/Withdrawal Student Survey, Locally Developed Survey of Continuing Student,
  Community College Student Experiences Questionnaire of Senior-
  Level Students, ACT Students Outcomes Survey)
- Pilot Study of Value-Added Learning Writing, Math, Critical Thinking and Reading Skills, Using Entry-Exit Test Data and Course
  Enrollment/Performance Data

INTERPRETATION OF THE ASSET STUDENT ADVISING REPORT

SAMPLE REPORT FOR INTERPRETATION

Doe, John MIDLANDS TECHNICAL COLLEGE 01/31/91

123 Sunnybrook Lane, Columbia SC 29223 803-765-4321

A. BACKGROUND: 123-45-6789, born 07/26/70; HS grades B- to B; diploma, 1988; Spring Valley HS; 00 quarter and 00 semester credits after high school; have not attended after HS; not a veteran; English is first language.

B. PLANS: program/major-ASSOCIATE IN SCIENCE; (fairly sure); enroll spring, 1991, 15 credits, day classes; career goal-VETERINARIAN; (fairly sure); planning 4 yr degree; transfer to 4-yr coll/univ; (USC-Columbia); attending for general requirements; degree plans undecided; work 11-15 hrs/wk; expects grades of B to A-; info released to high school and postsecondary institution.

C. HELP REQUESTED
Major/Career

CAMPUS RESOURCES RECOMMENDED
Counsel/Career Serv, AC 113(822-3505); WM 235(738-7636)

D. MIDLANDS TECHNICAL COLLEGE COURSE PLACEMENT REQUIREMENTS

MEASURE	SCORE	COURSE INFORMATION FOR: ASSOCIATE IN SCIENCE Test Form: B
Reading Skills	51	CURRICULUM COURSES See advisor for required courses in this program/major.
Writing Skills	52	Not currently being used for course placement. Scores used for research and possibly future course placement.
Writing Sample	20	ENG 100 English Grammar and Usage Prerequisite: Reading Skills score of 35 or higher.
Numerical Skills	40	Numerical skills are good. See Elementary Algebra skills score for proper math course placement or take MAT 100
Elementary Algebra	36	MAT 101 Algebra Fundamentals. Prerequisite: MAT 100 or exemp. You must also take the Intermediate Algebra Test

E. ADDITIONAL INFORMATION:
Welcome to Midlands Technical College. We are pleased to have you as a student and want you to be successful during your stay with us. It is important that you stay in contact with your advisor or a Career Counselor to discuss any questions or concerns you may have.

F. LOCAL ITEMS: 1.B 2.B 3.A 4.A 8.D 9.C 10.A 14.54

G. NEW STUDENTS MUST CONTACT THE ADVISEMENT CENTER.

Please keep this copy with you for use in advising/counseling discussions.
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ASSET Student Advising Report

INTERPRETATION OF SECTION A (BACKGROUND)

TOPIC	EXPLANATION
123-45-6789, born 07/26/70	Social Security No.; Date of Birth
HS grades B- to B; diploma, 1988	Student received a diploma in 1988; B average
Spring Valley HS	Attended Spring Valley High School
00 quarter and 00 semester credits after high school; have not attended after HS	Student has not received college credits after HS; has not attended college
not a veteran	VA status
English is first language	Not a foreign student

INTERPRETATION OF SECTION B (PLANS)

TOPIC	EXPLANATION
program/major-ASSOCIATE IN SCIENCE; (fairly sure)	Student has enrolled in the AS degree program
enroll spring, 1991, 15 credits, day classes classes	Student plans to attend Spring Term, 1991, to take 3 or 4 day
career goal-VETERINARIAN; (fairly sure)	Student's educational goal
planning 4 yr degree; transfer to 4-yr coll/univ; (USC-Columbia)	Student plans to earn a baccalaureate degree possibly at USC
attending for general requirements	Student wants to earn transfer credits in general education
degree plans undecided earn the AS degree	Student has not decided if he will
work 11-15 hrs/wk attending college	Student plans to work while
expects grades of B to A-	Student's expected grades
info released to high school and postsecondary institution	Student has requested ASSET information be sent to other institutions

INTERPRETATION OF SECTION C (HELP REQUESTED)

TOPIC	EXPLANATION
Major/Career	Student has requested help with his career choice; student referred to appropriate campus service area

INTERPRETATION OF SECTION D (PLACEMENT REQUIREMENTS)

*****SEE ADVISEMENT MANUAL FOR EXPLANATION OF TEST SCORES AND COURSE PLACEMENT*****

INTERPRETATION OF SECTION E (ADDITIONAL INFORMATION)

(Welcome statement and caution statement concerning advisors and counselors)

INTERPRETATION OF SECTION F (LOCAL ITEMS)

(Special questions to which student responded for additional information, i.e., is student a single parent, did parents attend college, is student interested in Student Life Activities, etc.)

INTERPRETATION OF SECTION G

(Statement for new students concerning advisement)

ADVISEMENT

- Advisement Centers for Entering Students on Each Campus
- Advisement Manuals and Support Materials
- Advisor Training in Developmental Advising
  - Materials
  - Training Activities
- On-line Advisor Files Containing Educational Planning Information
  Test Scores, Academic Information and Course Recommendations for
  Entering Students
- Separation Monitoring of Student Progress via Degree Audit System
  ("On-Course" System fron Information Associates)
- Evaluation of Advisement via Student Surveys and Assessment of
  Course Placement Accuracy

DEVELOPMENTAL ACADEMIC ADVISING

I. *DEFINITION OF DEVELOPMENTAL ACADEMIC ADVISING*

An effective developmental academic advisement system is one in which advisement goes beyond mere schedule building to assisting students in exploring their potential, clarifying their goals, and learning to use the resources of the college to meet their educational needs and aspirations.

II. ADVISOR ROLES

Advisors serve in at least three roles: managerial, informational, and developmental. In the managerial role, advisors insure that students register for courses consistent with their abilities and needs. They assist students in coping with the paperwork necessary for registration and other college procedures.

Advisors also serve as a source of information. Using the Advisement Manual, the college catalog, and the class schedule, advisors should be able to answer most questions concerning academic policies and procedures. When unable to provide needed information, advisors refer students to the office where they can obtain additional assistance.

In the developmental role, the advisor is willing to listen with empathy when a student voices concerns and he refers students to other campus services if necessary. The developmental role also involves aiding students in improving their decision-making skills and assisting students in career planning decisions.

III. ADVISOR RESPONSIBILITIES

1. Maintain a complete and accurate file on each advisee.

2. Take an interest in the student's objectives, growth, and success and create a positive environment encouraging student participation in the registration process.

3. Develop a rapport with the student and be sure he knows you are a professional and an interested person.

4. Help the student develop an awareness of his strengths, interests, and abilities.

5. Motivate, cause motivation, and capitalize in academic planning on those things which will enhance motivation. For example, match some courses early in the program to the student's academic strengths, interests, and background, if possible.

6. Monitor the student's adjustment to college.

III. ADVISOR RESPONSIBILITIES CONTINUED

7. Be knowledgeable of available resources in order to make appropriate suggestions and referrals to meet student needs and interests.

8. Know College rules, procedures, and policies which affect academic programs and activity.

9. Work with Career Counseling to assist students in establishing realistic educational and career goals.

10. Help the student examine the course offerings in his major and understand the graduation requirements for that major.

11. Encourage the student to become familiar with program requirements and to accept responsibility for course choices and decisions.

12. Follow up on student problems and progress.

13. Exercise real judgement in guiding the student based on your knowledge of the above items and your experience working with advisees.

14. Be available (be sure your program secretary is aware of your schedule and the times advisees can get in touch).

15. Participate in advisor training for your program area.

IV. STUDENT RESPONSIBILITIES

1. Give thoughtful consideration to personal, educational, and career goals.

2. Become familiar with program requirements and accept responsibility for course choices and decisions.

3. Make and be on time for all scheduled advising appointments.

4. Discuss problems encountered with school work, study habits, and academic progress.

5. Ask questions concerning confusing information and procedures.

6. Develop a tentative schedule of classes each quarter before meeting with an advisor.

7. Make decisions and keep good records of all MTC transactions.

8. If planning to transfer to a four-year college, contact an advisor in the prospective major at that institution to obtain appropriate information about the future degree.

INTERVIEWING TIPS AND QUESTIONS

THE ADVISING INTERVIEW

Suggestions for improving communication:

1. **OPENING** - Greet students by name, be relaxed, warm. Open with a question e.g. "How are things going?" or "How can I help?"

2. **PHRASING QUESTIONS** - Conversational flow will be cut off if questions are asked so that a "yes" or "no" reply is required. A good question might be, "What were your favorite subjects in high school?" or "What are some things that have made you think about business as a career?"

3. **OUT-TALKING THE STUDENT** - Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.

4. **ACCEPTING THE STUDENT'S ATTITUDES AND FEELINGS** - A student may fear that the advisor will not approve of what he says. Advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. Cardinal principle: If the student thinks it is a problem, the advisor does too.

5. **CROSS-EXAMINING** - Do not fire questions at the student like a machine gun.

6. **SILENCE IN THE INTERVIEW** - Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas.

7. **REFLECTING THE STUDENT'S FEELINGS** - Try to understand what the student is saying. For example, it is better to say, "You feel that instructor is unfair to you" rather than "Everyone has trouble getting along with instructors sometimes."

8. **ADMITTING YOUR INGNORANCE** - If a student asks a question regarding facts and you do not have the facts, admit it. Go to your resources for the information immediately or call the student back.

9. **SETTING LIMITS ON THE INTERVIEW** - It is better if the advisor and the student realize from the beginning that the interview lasts for a fixed length of time.

10. **ENDING THE INTERVIEW** - Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, "Do you think we have done all we can for today?" or "Let's make another appointment so that we can go into this further."

INTERVIEWING QUESTIONS

The following are examples of possible questions for helping students to become aware of the choice process.

SELF-EXPLORATION

- Why are you in college?
- What does a college degree mean to you?
- As far back as you can remember, what general occupational fields have you thought of?
- What subjects did you enjoy in high school? In what subjects were your best grades?
- Do you consider your strengths are in the math/science areas or in the social sciences?
- What type of extra-curricular activities did you take part in high school? Which were the most enjoyable? What did you learn about yourself from them?
- What are your best personal qualities? What do your friends like the most about you?
- What do you see as your limitations?
- Name the highest point in your life so far (your greatest accomplishments). What about the experience made it special?
- In what kind of work environment do you picture yourself in five years out of college?
- If you have a spare hour to use, what do you do?

ACADEMIC MAJOR/OCCUPATIONAL INFORMATION

- What academic areas are you currently considering? What do you like about these areas?
- What occupations are you considering? What about these occupations attract you?
- How do your abilities and skills fit the tasks necessary to succeed in these areas?
- Will these occupations provide the rewards and satisfactions you want for your life? Why?
- What are the differences among the majors (occupations) you are tentatively considering? The similarities?
- Who has influenced your ideas about these alterntives?

DECISION MAKING

- Do you ever have trouble making decisions? Little ones? Important ones?
- How do you generally go about making a decision? Describe the process.
- What specific strategies do you use?
- Do you use the same method for all types of decisions?
- Would you describe yourself as a spontaneous or a systematic decision maker?
- Do you make decisions by yourself or do you need other people's opinions first?
- Are you feeling anxious about deciding about a major? Pressured?
- How long do you think it will take you to make a decision? How long do you <u>want</u> it to take?

SUMMER 1992

COURT REPORTING
Associate in Business (CRP)

DESCRIPTION:
The six-semester Court Reporting program is designed to prepare persons for the profession of court reporting. This profession requires development of extremely high machine shorthand and transcription skills. Upon completion, students are qualified for high-paying jobs in county and state courts, with government agencies or with private firms which report conventions or hearings.

BEGINNING SEMESTER: FALL

CAMPUS: AIRPORT -DAY ONLY

ADMISSION REQUIREMENTS:

MTC ASSET SCORES

RDG	40	
MAT	NUM-40	ALG-36
ENG	W-1	

TYPING SPEED - 40 NWPM

SAT 750

ACT 15V, 15 Composite

GRADUATION REQUIREMENTS:
A minimum of 83 semester credit hours is required for graduation.

ALL COURSES IN BUSINESS DIVISION MUST HAVE A GRADE OF C OR BETTER TO BE USED FOE GRADUATION FROM PROGRAM.

The Court Reporting program is fully accredited by the National Court Reporters Association which sets speed requirements for graduation as follows:

1. Shorthand Speed: a minimum of two 5-minute tests with 98% accuracy on:
   225 wpm Q & A (two voice)
   200 wpm jury charge
   180 wpm literacy

PROGRAM NOTES:

1) Students may enter the program during any semester but may begin the machine shorthand classes only during the fall semester.
2) The semester by semester sequence for the program requirements **must be followed** as courses are generally only offered one time each year. For exceptions, please call Sandy Burgess or J. Linder-Lambert.
3) Students must purchase their own shorthand machine (approximate cost: $400) and maintain adequate supplies of machine tape.
4) In order to complete the program successfully, students will be expected to practice machine shorthand from 3 to 6 hours per day in order to acquire the necessary level of speed and accuracy to qualify them as court reporters.
5) General education courses may be taken during any semester provided all prerequisites have been met.
6) LEG 135 is required for all court reporting students.
7) One general elective, one humanities elective and one scientific elective (other than CRP courses) totaling 9 semester hours must be completed.

DEGREE CURRICULUM:

General Education Requirements	Prerequisites
ENG 101	RDG 100 & ENG 100
ENG 102	ENG 101
MAT 155	MAT 065
AHS 102	RDG 100 & ENG 100
PSY 201	RDG 100 & ENG 100
BUS 130	NONE
HUMANITIES ELECTIVE	VARIES
SCIENTIFIC ELECTIVE	VARIES
GENERAL ELECTIVE	VARIES

Program Requirements	Prerequisites/Corequisites
CRP 121	OST 105
CRP 122	CRP 121
CRP 123	CRP 122
CRR 131	RDG 100
CRP 132	CRP 131, CRP 121
CRP 133	CRP 132, CRP 122
CRP 141	Typing speed of 40 NWPM
CRP 151	RDG 100
CRP 152	CRP 123, CRP 133, MED 105
CRP 161	CRP 133
CRP 221	CRP 123
CRP 222	CRP 221
CRP 223	CRP 222
CRP 231	CRP 133
CRP 232	CRP 231
CRP 242	CRP 141
CRP 243	CRP 242
CRP 253	CRP 152, CRP 221, CRP 231
CRP 271	CRP 221
CRP 275	CRP 232, CRP 223
CRP 281	Minimum 200 WPM accurate testimony, CRP 222, CR

Recommended First Semester Courses and/or Alternates

Core Courses	General Education
CRP 121	English 101 & 102
CRP 131	Math 155
CRP 141	AHS 102
	PSY 201
(REQUIRED)	HUMANITIES ELECTIVE
LEG 135	GENERAL ELECTIVE
BUS 130	SCIENTIFIC ELECTIVE

UNDECIDED PROGRAM

Non-degree program (UND)

DESCRIPTION:
The Undecided Program is designed to assist a student in selecting a major at MTC. It is not designed for students who are interested in transferring to a four-year college, even if they have not decided on a major. These students should enter the AA or AS program.

ADMISSIONS REQUIREMENTS:

MTC ASSET SCORES

RDG		40	
MAT	NUM-40		ALG-36
ENG		W-1	

SAT 750 (Minimun Verbal 320)

PROGRAM NOTES:

1) All Undecided students must see a career counselor for advisement.
2) Undecided students who are planning to transfer to a four-year college should be in the Associate of Arts or the Associate of Science program. Advise these and others who should not be coded as undecided students to change there program officially through the Career Services Office.
3) Students who have exceeded the 12 semester hours (non-DVS) limit at MTC or other colleges are ineligible to enter the undecided program. They may meet with a Career Counselor to choose a major prior to Advisement.
4) If an Undecided student has earned 12 semester hours (non-DVS) credits at MTC, he must go to Career Services and choose a major prior to advisement.

CURRICULUM and FIRST SEMESTER COURSES AND/OR ALTERNATES

Courses Required By Most Majors	Prerequisite	Corequisite
ECO 210	ENG 100 & LEVEL I MATH	
ENG 101	ENG 100 & RDG 100	
PSY 201	RDG 100	ENG 100

Courses Improving Student's Study Skills	Prerequisite
COL 103	RDG 100
HSS 100	NONE
IDS 100	NONE

Courses Introducing Students to Majors		Prerequisite	Corequisites
ACC 101	Accounting Principles I	RDG 100 & MAT 065	
AHS 101	Intro. to Health Professions	RDG 100	
BAF 101	Personal Finance	RDG 065	RDG 100
BUS 101	Intro. to Business	RDG 065	RDG 100
CGC 101	Intro. to Commercial Graphics	RDG 065 & MAT 100	
CPT 101	Intro. to Computers	RDG 100 & ENG 100	
CRJ 101	Intro. to Criminal Justice	RDG 100	ENG 100
EET 101	Basic Electronics	RDG 100 & MAT 100	
FSM 101	Fashion Merchandising	RDG 100	
HUS 101	Intro. to Human Services	RDG 065	
MGT 101	Principles of Management	RDG 100	
MKT 101	Marketing	RDG 100	
MTT 101	Intro. to Machine Tool	RDG 065	
OST 105	Keyboarding	RDG 065	
OST 163	Information Processing	OST 105	

3.0 Academic Advisement Screens

3.1 Screen 1: Personal Data - This screen is for display only. SIS biographic and demographic data is retrieved for each selected student.

AAS Screen 1: Personal Data

Screen: __ SID: _____

Address: _____
_____
_____

Home Phone: ___-___-____
Work Phone: ___-___-____

Name: _____

Test Form: __

DOB: __/__ /__
Sex: _
Race: _
Veteran: _
Eng. 1st Lang: _
Foreign Student: _
VISA Type: _

3.2 Screen 2: Student Needs - This screen contains the responses the student entered on the student needs section of the Educational Planning Form. The Local items section is in appendix A.

AAS Screen 2: Student Needs

Screen: __ SID: _____

Name: _____

Test Form: __

	Response
Financial Aid	_
Finding Work	_
Learning English	_
Reading Skills	_
Math Skills	_
Study Skills	_
Writing Skills	_
Choosing Major/Minor	_
Personal Concerns	_
Learning Disability	_
Physical Disability	_
Health Problem	_
Commuter Information	_
Work Exper. Credit	_
Day Care Information	_
Other	_

Local Items

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

3.3 Screen 3: EPF Information - This screen contains information from the Educational Planning Form about the student's educational background before attending Midlands Tech.

High School, College and anticipated career data will be displayed. See appendix B for further explanation of anticipated career data.

AAS Screen 3: EPF Information Name: _____

Screen: __ SID: _____ Test Form: __

Educational Background Data

H.S. Cert./Code: _____ Post H.S.: _____
H.S. GPA: _____ Earned Credit: Quarter __
H.S. Graduation Year: __ Semester __
High School Attended: _____

** Courses Completed/Grades Earned ** Anticipated Career Data

	H.S. - Yrs/Grd				P.H.S. - Yrs/Grd			
English	_	_	_	_				
Business Math	_	_	_	_				
Algebra	_	_	_	_				
Calculus	_	_	_	_				
Science	_	_	_	_				
Foreign Lang	_	_	_	_				
Computer Skills	_	_	_	_				
Vocational Skills	_	_	_	_				

Enroll Plan: Term __ Time ____ Credits __
Career Goal: ___ Surety: _____
Pgm: _____ Surety: _____
Interest: __ Emp Hrs: _____
Ed. Plan: __ Transfer: _-____
Earn 2yr: _ Expect GPA: _____
Attend Reason: _____

3.4 Screen 4: Test Scores - This screen contains the student's test scores stored on the Student Information System.

Note: The most recent ASSET test scores are displayed for the original and Retest. Course recommendations are based on program of study in conjunction with the test score.

AAS Screen 4: Test Scores Name: _____

SCREEN: __ SID: _____

	Original Sc	Original Date	Original Crs. Recom	Retest (Sc	Retest Date	Retest Crs Rec)
SAT Verbal	___	__/__/__	_____			
SAT Math	___	__/__/__	_____			
ACT Verbal	__	__/__/__	_____			
ACT Math	__	__/__/__	_____			
Reading	__	__/__/__	_____			
Writing Skills	__	__/__/__	_____			
Writing Sample	__	__/__/__	_____			
Numerical	__	__/__/__	_____			
Element Alg	__	__/__/__	_____			
Intermed Alg	__	__/__/__	_____			

3.5 Screen 5: Advisor Information - This screen displays admissions and college attendance information. A free form area has been provided for advisor comments.

AAS Screen 5: Advisor Information Name: _____

Screen: __ SID: _____ Test Form: __

Admit Stat: __ Program of Study: ___ ___ ___ Enroll Type: ____

College Attended	Credits	GPA	Degree
_____	___	____	_____
_____	___	____	_____
_____	___	____	_____
_____	___	____	_____

Comments:

_____
_____
_____
_____

Advisement Center: _____
Personal Advisor: _____

3.6 Screen 6: Student Course Display - This screen displays the courses a student is registered in for a given term. A maximum of sixteen courses may be retrieved.

AAS Screen 6: Student Crs Display Name: _____

Screen: __ SID: _____ Term: ___

ST	COURSE ID	COURSE TITLE	DAYS	TIMES	BLDG	ROOM
_	_____	_____	_____	_____-_____	___	___
_	_____	_____	_____	_____-_____	___	___
_	_____	_____	_____	_____-_____	___	___
_	_____	_____	_____	_____-_____	___	___
_	_____	_____	_____	_____-_____	___	___

3.7 Screen 7: Course Sections - This screen displays the sections that are NOT full for any course in the Student Information System.

To view the course sections available on a specific campus, enter the course and campus prefix. For example, to view the English 100 courses on Beltline campus, use "ENG 100B" for the course and campus prefix.

AAS Screen 7: Course Sections Name: _____

Screen: __ SID: _____ Course: _____ Term: ___

SEC	AVAIL	DAYS	TIMES	INSTRUCTORS	LIM	ENR
___	___	_____	_____-_____	_____	___	___
___	___	_____	_____-_____	_____	___	___
___	___	_____	_____-_____	_____	___	___
___	___	_____	_____-_____	_____	___	___
___	___	_____	_____-_____	_____	___	___

3.8 Screen 8: Transcript Display - This screen displays a student's transcript stored in the Student Information System. The program of study is displayed only if a student has changed programs from one term to another.

Note: A grade of "TR" represent courses that a student has transferred.

AAS Screen 8: Transcript Display Name: _____

Screen: __ SID: _____

Term	Course	Grade	Credits	GPA	Program
___	_____	___	___	____	_____
___	_____	___	___	____	_____
___	_____	___	___	____	_____
___	_____	___	___	____	_____

3.9 Screen 9: Course Prerequisite - This screen consists of two 50 character lines of course prerequisite and corequisite information. These lines are free-form and may contain details pertinent to any course in the MTC course catalog.

AAS Screen 9: Course Prerequisite

Screen 0 Course: _____

Prerequisites: _____

_____

Corequisites: _____

_____

ORIENTATION

- Pre-Enrollment "Student Orientation for Success" Seminars
  - Orientation of College and Student "ASSETS"
  - Materials and Information on College Procedures and Services
  - Student Success Strategies for College
  - Review of Student Educational Plans
  - Test Results and Recommended First-Term Courses
  - Preparation for Advisement

- Specialized Courses for Targeted Populations
  - Developmental Studies Courses for Academically Underprepared Students
  - IDS 100
  - COL 103

Orientation materials for individualized orientation

STUDENT ORIENTATION FOR SUCCESS (SOS) LEADER'S GUIDE

PRE-ORIENTATION ACTIVITIES

(1) Welcome and Overview of Assessment/Orientation/Advisement Process
(2) Educational Planning: (a) forms completion
(b) use of testing and educational planning data
(3) Test Administration (2 hrs. 45 min. including breaks)

STUDENT ORIENTATION FOR SUCCESS SESSION

I. GREETINGS AND INTRODUCTION (5 minutes)

. Introduce self/glad to have opportunity to meet with them
. Briefly discuss testing experience--now opportunity to relax, share, ask questions
. Ask for students who have previously attended college. Invite to share helpful suggestions for college success
. Overview of SOS session (success strategies, student rights and responsibilities, services available, student involvement opportunities, test results interpretation and preparation for advisement)

II. STRATEGIES FOR SUCCESS (45 minutes)

(A) Partnership Linkage Between Student and College (5 minutes)

- No guarantees but success strategies help (p.1, "Disclaimer")
- Feelings students are experiencing (excitement, opportunity, anxiety)
- College Assets (use MTC Facts book for information)
  (a) Knowing what facillitates student success
  (b) Knowledgeable faculty/staff, small classes;attention to students
  (c) Services and resources
  (d) State of the art programs
- Student Assets
  (a) Positive attitude
  (b) Eagerness to learn
  (c) Life's experiences
  (d) Readiness for commitment/responsibilities

(B) **Image of a Successful Student** (40 minutes)

- Administer "Responsibilities", "Study" and "Advisement" checklists (p.2-4 of SOS Packet) (5 - 10 minutes)

- Use "Responsibilities" checklist as a discussion tool, incorporating all lists

1. Student Responsibilities
   . Identify goals, strengths, weaknesses
   . Consider personal, educational and career goals (career information; undecided students)
   . Identify "help resources" to build on your strengths and help overcome weaknesses
   . Know program requirements (review catalogue)
   . Accept personal responsibility for course choices
   . Keep in touch with advisor each term
   . Know your advisor's name, location and office hours
   . Discuss problems with schoolwork, study habits and academic progress with advisor or counselor
   . Become familiar with the college catalogue and student handbook
   . Ask questions concerning policies and procedures you don't understand (drop/withdrawal;academic progress; student rights and responsibilities)
   . Inform appropriate personnel (advisor, Student Records Office) of any changes in name, address and phone number.

2. College Survival Skills
   . Become a good time manager (weekly schedule, daytimer, handbook, "to do" list)
   . Keep a file folder for each class, including syllabus, assignments, grading system, record of class attendance and instructor contact information (name, office location, office hours). "College is a job."
   . Have appropriate materials for class
   . Read assignments and do homework prior to class
   . Sit in front of class
   . Be attentive in class
   . Take good, systematic notes
   . Develop a study plan (where, when);ENG 128 "Study Skills"
   . Review daily
   . Study more difficult subjects first
   . Participate in class
   . Ask questions

. Apply subjects to your future career
. Check your attitude and effort level
. Form or participate in study groups
. Turn in assignments on time (neat, orderly)
. Take advantage of extra credit opportunities
. Plan enough time to prepare for examinations
. Avoid all night marathons
. Learn to say "No" to outside demands, if necessary
. Do not miss quizzes or tests
. Contact instructor before the class if you find it necessary to miss class
. Become familiar with the "help resources" on campus available to you

III. CAMPUS SERVICES AND RESOURCES (10 minutes)

- Listed in SOS guide (p. 5 - 7); reference SOS guide, student handbook, information card.
- Examples:
  . Counseling Services (personal problems, career planning, academic difficulties, health problems, disabilities)
  . Tutorial Services (academic difficulties in specific subject areas)
  . Job Placement/JLD (full-time or part-time jobs off campus)
  . Financial Aid (grants, loans, CWS, scholarship information)
  . Student Life (clubs, intramural activities, student newspaper, leadership and involvement activities)
  . Developmental Studies (positive focus -- allows skills building. Over two-thirds of entering students require some kind of skills building; see DVS information sheet for specific information on DVS courses)

IV. ASSET RESULTS AND INTERPRETATION (10 minutes)

- Refer to Educational Planning Form
  . Check identifying information
  . Background information
  . Plans
  . Help requested and campus resources recommended
  . Results (Review ASSET Interpretation Sheets for guide)

Test	Scale Score	Course Requirments
Reading Skills	-	-
Writing Skills	-	-
Writing Sample	-	-
Numerical Skills	-	-
Elemenatary Algebra	-	-

* Student may need to take Intermediate Alegebra test if Elementary Algebra score is 36 or above and the student is in College Transfer Program or Engineering Technology and MAT 144 is first math course.

V. ADVISEMENT LINKAGE (5 minutes)

A. Next Steps

Make appointment with appropriate advisor. The advisor will review your educational plan, help you select the first courses in your program of study and discuss relevant program and enrollment information. After advisement you will only need to have your approved courses entered into the college registration system and pay fees.

B. Advisement Contact Points:

. New Student Advisement Center
- All new students, including Career Development students with entry-level courses

. Departmental Advisement
(a) Readmit students
(b) Transfer students
(c) Career Development students desiring advanced courses
(d) Continuing students

. Developmental Studies Department Advisment
- Continuing Allied Health and Nursing students with reading scores below 40.

AT-RISK STUDENT INTERVENTIONS

All Students

- Student tracking by sub-population to assess intervention needs and effectivenss of various strategies
- Identification of student needs via educational plan and tested skills
- Placement in targeted developmental academic and college success courses (Study skills, College Orientation, Cultural Contexts, Critical Thinking, etc.) based on student needs Referral to Seminars Based on Student Needs
  - Test-taking
  - Time-Management
- Letter generation system linking student needs to follow-up letter and services of specific departments

Academically Underprepared Students

- Curriculum in Developmental Studies classes changed form self-paced to Lecture/Lab to better bridge the transition from prepartory to college-level coursework
- Grading system in Developmental Studies changes from S/U to A*, B*, C*,...
- Greater articulaiton between Developmental Studies and college-level discipline courses in terms of curriculum content and instructional methodologies
- Improved course placement into appropriate entry-level courses

AT-RISK STUDENT INTERVENTIONS (CONT.)

Undeclared Majors

- Increased use of educational planning information in admissions and advisement
- Use of "Student Orientation for Success Seminar" and follow-up on identified student needs
- Change in advisement structure, with career counselors serving as advisors for undecided students until a major is declared
- Enrollment of undecided students in a special academic program for undecided majors, with courses in career exploration and decision-making
- Special seminars and individual counseling for targeted students who have not declared a major or have indicated that they are unsure about their chosen major and would like assistance in career planning

Minority Students

- College-wide emphasis on access and equity, with access and equity as one of the major college goals
- Faculty and staff training in Customer Service and cultural awareness
- Identification of student needs, with interventions based on needs

Midlands Technical College

APRIL 4, 1992

1~ 2~
3~
4~, 5~ 6~

DEAR 1~:

THE FINANCIAL AID DEPARTMENT WELCOMES YOU TO MIDLANDS TECHNICAL COLLEGE!!!!!

WHEN YOU TOOK THE ASSET TEST AT MIDLANDS TECHNICAL COLLEGE, YOU INDICATED AN INTEREST IN FINANCIAL AID PROGRAMS AVAILABLE.

THE DEPARTMENT OF FINANCIAL AID OFFERS A VARIETY OF AID PACKAGES THAT RANGE FROM FEDERAL GRANTS TO MIDLANDS TECHNICAL COLLEGE SCHOLARSHIPS AND STUDENT LOANS.

ENCLOSED YOU WILL FIND A FLIER EXPLAINING "STEPS TO OBTAINING FINANCIAL AID." PLEASE CALL 738-7792 OR 822-3259 FOR AN APPOINTMENT, OR STOP BY EITHER OF OUR OFFICES LOCATED AT THE BELTLINE (WM 219) OR AIRPORT (AC 118) CAMPUS.

AGAIN, WELCOME TO MIDLANDS TECHNICAL COLLEGE. WE LOOK FORWARD TO SEEING YOU.

SINCERELY,

JENNIFER W. CHINA, DIRECTOR
FINANCIAL AID DEPARTMENT

ENCLOSURE

BEST COPY AVAILABLE

• South Carolina • 29202 •

Midlands Technical College

APRIL 3, 1992

1~ 2~
3~
4~, 5~ 6~

DEAR 1~,

WELCOME TO MIDLANDS TECHNICAL COLLEGE! BECAUSE YOU HAVE INDICATED AN INTEREST IN RECEIVING HELP WITH YOUR WRITING SKILLS, INFORMATION ABOUT OUR WRITING CENTERS MAY BE USEFUL TO YOU. THE WRITING CENTERS ARE FREE OF CHARGE TO ALL MIDLANDS TECHNICAL COLLEGE STUDENTS AND ARE STAFFED BY PROFESSIONAL COMPOSITION TEACHERS WHO WILL HELP YOU WITH ANY WRITING PROBLEMS YOU MAY ENCOUNTER: STRUCTURE, ORGANIZATION, GRAMMAR, EDITING, PROOFREADING, OR DOCUMENTATION. THESE TUTORS WILL HELP YOU WITH COMPUTERS AND WORD PROCESSING PROGRAMS.

YOU MAY COME TO THE WRITING CENTERS FOR WRITING HELP FOR ANY CLASS--NOT ONLY ENGLISH, BUT, ALSO, ELECTRONICS, ENGINEERING TECHNOLOGY, ALLIED HEALTH, LEGAL WRITING, NURSING OR PHYSICAL THERAPY. THE WRITING CENTERS WORK CLOSELY WITH TEACHERS IN MANY PROGRAMS TO HELP YOU DO THE BEST WORK OF WHICH YOU ARE CAPABLE.

THE WRITING CENTERS ARE LOCATED ON BOTH CAMPUSES:

AIRPORT CAMPUS: CONGAREE HALL - ROOM 141,
BELTLINE CAMPUS: CLASSROOM BUILDING - ROOM 120.

THE CENTERS ON BOTH CAMPUSES ARE OPEN FROM 9 A.M. TO 2 P.M. MONDAY THROUGH FRIDAY FROM THE SECOND THROUGH THE LAST WEEK OF CLASSES. NIGHTTIME HOURS ARE ALSO AVAILABLE AND ARE POSTED ON EACH CAMPUS. NO APPOINTMENT IS REQUIRED.

FOR MORE INFORMATION, LEAVE YOUR NAME AND NUMBER AT 738-7799. PLEASE JOIN US AT THE WRITING CENTERS. WE'LL BE LOOKING FOR YOU.

SINCERELY,

DR. GLENN JAMES
DIRECTOR, WRITING CENTERS
COORDINATOR, WRITING ACROSS THE CURRICULUM PROGRAM